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ABSTRACT

This guide, intended for college and university presidents and governing board members who are committed to the elimination of drug and alcohol abuse on their campuses, provides a description of the extent of alcohol and other drug use and abuse on campuses and recommends five intervention strategies for these institutions to use. The strategies include (1) developing clear alcohol and other drug policies; (2) enforcing alcohol and other drug regulations; (3) providing alcohol and other drug education programs; (4) insuring intervention and referral for treatment of students, faculty, and staff; and (5) assessing alcohol and other drug attitudes and behaviors, and the impact of education, prevention, and treatment programs. For each intervention, very specific recommendations are given on what presidents and governing board members must do to eliminate drug and alcohol abuse. Appended are a set of guidelines for beverage alcohol marketing by the Interassociation Task Force on Campus Alcohol Policy Issues and the standards of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse. Contains nine references. (Author/GLR)

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ALCOHOL AND OTHER DRUGS

A Guide for College Presidents and Governing Boards

A Manuscript Prepared by

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Office for Substance Abuse Prevention

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USING THIS GUIDE

This guide is intended for college and university presidents and governing board members who are committed to the elimination of drug and alcohol abuse on our college campuses.

This guide includes a description of the extent of alcohol and other drug use and abuse on our campuses, and recommends five stategies for institutions, including (1) developing clear alcohol and other drug policies, (2) enforcing alcohol and other drug regulations, (2) providing alcohol and other drug education programs, (4) insuring intervention and referral for treatment of students, faculty, and staff, and (5) assessing alcohol and other drug attitudes and behaviors, and the impact of education, prevention, and treatment programs.

For each of these interventions, this guide recommends very specifically what presidents and governing board members must do to eliminate drug and alcohol abuse.

WHY SHOULD PRESIDENTS AND BOARD MEMBERS BE CONCERNED?

Alcohol and other drugs are becoming a central focus of our society. As stated in the preamble of the Standards of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, "American society is harmed in many ways by alcohol abuse and drug use--decreased productivity, serious health problems, breakdown of the family structure, and strained societal resources. Problems of abuse have a pervasive impact upon many segments of society--all socio-economic groups, all age levels, and even the unborn." (Network Standards, 1988, p. 1. See Appendix for the complete statement of the standards).

Since colleges and universities are reflections of our society, it is no suprise that alcohol and other drugs are a fact of life among college students today. In spite of laws prohibiting the use and purchase of alcohol by those under 21 years of age, on many campuses, alcohol is the central focus of, and a chief destructive element in students' lives. Other drug use, while not nearly as prevalent, is still a problem on our campuses, including use of marijuana, cocaine, stimulants, and steroids, as well as abuse of over the counter and prescription drugs. Further, many campuses located near major drug trafficking centers of our country are being victimized by drug related crime, and easier accessibility of cocaine, crack, PCP, and other illegal

drugs.

Alcohol use and abuse has been well documented. Most students begin to use alcohol before they get to college. Many began drinking in their early teens. When students enter college, they drink more often, and when they drink, they drink more than students of previous generations. (Upcraft and Eck, 1986). Recent studies have shown that about 90% of all students use alcohol, 50% may be heavy drinkers (consume five or more drinks at one sitting at least once in two weeks), and 5% may be alcoholics. There appears to be little change in these drinking patterns over the past several years. (Anderson, 1988).

Some students come from families where alcoholism and other drug addiction had a significant negative effect on their lives. It is estimated that there are about 26 million children of alcoholics in America today. Research on this population suggests that they may have poor self concepts, perform poorly in school, and have personal adjustment problems (Ackerman, 1983)

Unfortunately, colleges and universities are increasingly paying the price for alcohol use and abuse. Many problems on our campuses are primarily alcohol and other drug related, including academic failure, residence hall damages, discipline referrals, hazing, assaults, rape, and campus

arrests, just to name a few. Student injuries and dealth from alcohol related traffice accidents also occur. The time and effort spent in preventing and controlling these problems take up an inordinate amount of effort by administrators, police, residence hall staff, counselors, and faculty. Strained community relations are often the result of student alcohol and other drug related behavior.

Students are also the victims of their own indulgences. There are the obvious immediate consequences including hangovers, vomiting, blacking out, passing out, and physical injuries. There are however, longer term consequences. There is evidence that students who abuse alcohol are more likely than other students to have ineffective interpersonal relationships, earn lower grades, drop out more often, and suffer other negative consequences, including alcoholism. Other students become victims of alcohol related behavior, including assault, hazing, rape, and other violence.

Other drug use, both legal and illegal, also negatively affect students' lives. Studies suggest that about 20% of college students have used marijuana, 10% have used cocaine, 8% have used sedatives and tranquilizers, and 4% have used stimulants at least once a month (Anderson, 1988). And the negative consequences are virtually the same as alcohol abuse mentioned above. For example, most suicide attempts by students are related to abuse of legal or illegal drugs.

A more recent phenomena is steroid use by college athletes and other students to improve performance, or enhance body image. The well publicized case of Olympic athlete Ben Johnson is a case in point, and steroid use among intercollegiate athletes has been well documented. According to James Wright, a prominent researcher in the field estimates that as many as eighty percent of the steroids currently manufactured are used by athletes and would-be-athletes (Wright, 1986). For example, some estimates suggest that perhaps fifty percent of all track and field athletes have used steroids at some point in their training, and steroid use in other sports has been documented.

The problem is that while there is some evidence which supports the performance enhancing value of steroid use, there is also a great deal of evidence of extremely harmful side effects. In males, this includes liver damage (including liver cancer), impaired kidney function, enlargement of the prostate gland, decreased levels of testosterone, testicle atrophy resulting in sterility, growth of breast tissue, weight gain caused by fluid retention, elevated blood pressure, and heart disease. In women, steroids can produce a deepened voice, growth of facial and chest hair, liver camage, clitoral enlargement, menstrual irregularities, and impairment of reproductive capacity. Even more disturbing is that many steroid users began as

early as elementary school.

It's not just students, however, who have alcohol and other drug problems. Faculty and staff are also victims, as evidenced by the number of institutions that are including alcohol and other drug prevention and treatment in their employee assistance programs. Abuse of alcohol and other drugs among employees results in absences from work, erratic job performance, safety hazards, impaired job productivity, racial and sexual harassment of students, and resentment among co-workers. The lack of structure in a faculty member's work schedule often makes it very difficult to detect a substance abuse problem. These problems account for wasted administrative and supervisor time as well as increased medical insurance and worker's compensation costs.

These phenomena are not something institutions can afford to ignore, because federal legislation and regulations require most colleges and universities to take new measures to combat illegal drugs in the workplace. There are several examples. The higher education amendments of 1986 require those institutions who receive federal financial student aid to certify that they have drug abuse prevention programs accessible to institutional officers, employees, and students. The Drug-Free Workplace Act of 1988, which requires that colleges and universities take specific steps to achieve a drug free workplace, applies to all institutions

which are recipients of federal grants and certain federal contracts. Other drug free workplace regulations have been developed by the Department of Transportation and the Department of Defense.

So colleges and universities, as well as our society, are faced with continuing problems of alcohol and other drug use and abuse which threaten our way of life. Institutions of higher education have responded in a wide variety of ways, some effective, some not. The purpose of this guide is to present ways in which institutions can work toward the elimination of alcohol and other drug abuse, and what presidents and board members must do to take the lead in these efforts.

WHAT INSTITUTIONS MUST DO TO ELIMINATE DRUG AND ALCOHOL ABUSE

A college or university which is committed to the elimination of drug and alcohol abuse must first recognize and admit that there is a problem on its own campus. Too often, colleges will admit to a national problem or that problems exist at other institutions, but deny they have a problem in their own backyard. This denial is not unlike alcoholics who deny they have an addiction problem.

For example, institutions may "look the other way" when state or local alcohol and other drug laws or college regulations

are violated. They have vague policies or none at all. They may not enforce alcohol and other drug regulations and when they do, they will not deal effectively with violators. They may impose different standards on alums and visitors or faculty and staff (especially at athletic events) than they impose on students. Such institutions may even sanction campus events which involve alcohol and other drug abuse. As a result, such institutions send very mixed messages about where they really stand on alcohol and other drugs.

If only because the legal climate is changing, colleges and universities can no longer afford to keep their heads in the sand. Alcohol server liability is now being applied to colleges and universities, as well as student and institutional events, activities, and programs. For example, in 1986, the United States Court of Appeals for the Third Circuit held that:

"...individuals...who furnish alcoholic beverages to minors not only commit a violation of law, but they also render themselves potentially liable for any injuries that third parties might sustain due to an act of an intoxicated minor. Individuals potentially liable for such damages include not only those who physically furnish the alcohol to the minor but <u>any persons who aid and assist in the furnishing of alcohol through its purchase, or through organizing, hosting, or supporting the event at which the</u>

alcohol is made available." (Author' italics)

But colleges and universities have an educational and ethical responsibility, in additon to a legal responsibility to respond to alcohol and other drug abuse, because of the damaging effect cited previously. They cannot afford to sit by and allow a generation of students to destroy their futures with alcohol and other drugs. Neither can they afford to ignore the detrimental effects of faculty and staff alcohol and other drug abuse on our colleges and universities. Colleges and universities must act, and act forcefully to promote campus environments in which alcohol and other drug abuse is eliminated.

Until recently, alcohol and other drug prevention programs on college campuses were either insufficient or non-existent. Some programs emphasized the presentation of information about alcohol and other drugs, the extent of alcohol and drug use, and other factual information. Other programs emphasized stress reduction, risk factors, and modifying attitudes regarding drug use. While these programs have proliferated in recent years, there is little evidence that educational programs alone are effective in reducing alcohol and other drug abuse.

The approach that a college or university must take once it admits that a problem exists is to commit to a comprehensive

campus wide approach. This approach must institutionalize programs, policies, and strategies of alcohol and other drug prevention that create a campus environment free of the negative consequences of alcohol and other drug use and abuse. However, this is easier said than done because institutions of higher education typically operate in very decentralized ways, and comprehensive, systems approaches are often difficult to implement.

More specifically, what must a college or university do? In 1987, the U.S. Department of Education asked a group of educators to develop standards which could guide colleges and universities in dealing with alcohol and other drugs. This planning group developed standards which were endorsed by several major higher education professional associations. In addition, by 1989, over 900 colleges and universities had subscribed to these standards, and became part of the Network of Colleges and Universities Committed to the Elimination of Alcohol and Drug Abuse. Membership is still open, and institutions wishing to join should contact Dr. Vonnie Veltri, Network Coordinator, Department of Education, 555 New Jersey Avenue N.W., Washington, D.C. 20208-5644.

According to these standards, an institution with a commitment to eliminating alcohol and other drug abuse must do five things: (1) develop alcohol and other drug policies, (2) enforce alcohol and other drug regulations, (3) provide

alcohol and other drug education programs, (4) insure intervention and referral for treatment for students, faculty, and staff, and (5) assess alcohol and other drug attitudes and behaviors, and the impact of education, prevention, and treatment programs.

POLICY

According to the Network Standards, colleges and universities have a responsibility to promulgate policies, consistent with applicable federal, state, and local laws, which apply to all members of the campus community, including students, faculty, staff, administrators, and visitors. Policies should be published in admissions materials, student and faculty handbooks, and materials for the general public. They should be widely circulated to students, their families, faculty, staff, and administrators before they affiliate with the institution. Alumni, visitors, and the general public should also be aware of alcohol and other drug policies.

Furthermore, the Drug-Free Workplace Act of 1988 requires that institutions which receive federal assistance publish and distribute a statement notifying employees that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the workplace.

Comprehensive policies should:

* Be consistent with state and local laws. Since virtually all state prohibit persons under 21 years of age from purchasing, possessing, or consuming alcohol, and since many students are under 21 years of age, policies should be consistent with state and local laws. Campuses should not be sanctuaries where alcohol and other drug laws are unenforced.

* Address both individual and group behavior and events. Individual students must know precisely what policies govern their behavior, and how they will be held accountable. Likewise, registered student organizations must know very precisely what policies apply to their events and activities, and how they will be held accountable.

* Address both on-campus and off-campus behavior. All institutions must assume full accountability for on campus alcohol and other drug related behavior, events, and activities. However, institutions may wish to develop different policies for off-campus alcohol and other drug behavior depending on its mission, local community norms, and the extent to which institutions are prepared to enforce their policies off campus. Generally speaking, it is not a good idea to have policies which the institution is unwilling or unable to enforce.

* Apply to all campus property, and to events controlled by

the institution. In general, policies should apply to all campus property and events, without exception. For example, it is probably not a good idea to prohibit alcohol in the football stadium, while serving alcohol in the stadium skybox. However, depending on the mission and history of the institution, there may be some rationale for allowing alcohol in some locations, but not in others. Policies should clearly state the exceptions.

* Apply to all members and guests of the campus community. There should be no distinctions in policies among students, faculty, staff, alumni, visitors, and guests. Institutions which have one standard of behavior for students, another for faculty and staff, and still another for alumni and visitors are not only inconsistent, but hypocritical. An alcohol and other drug free workplace for employees, for example, should be as high a priority as an alcohol and other drug free campus for students. If policies are different for those under 21, they should be clearly stated.

* Include the marketing and hosting of events controlled by the institution at which alcohol is served. The marketing guidelines developed by the Interassociation Task Force, and subscribed to by the alcohol beverage industry can serve as a useful tool for developing such policies. (See Appendix for these guidelines)

* Be reviewed periodically by legal counsel. The legal climate about alcohol and other drugs is constantly changing, and thus risk management becomes an ever changing phenomena for colleges and universities. Policies should minimize the liability of the institution, while asserting the institution's fundamental right to regulate and control alcohol and other drug behavior.

A model policy statement which conforms to these guidelines is included in Appencix __.

Ask These Questions	Indicators
1. Does the campus have a comprehensive drug and alcohol policy which: * Is consistent with state and local laws? * Addresses individual group behavior and events? * Addresses on and off campus behavior? * Applies to all campus property? * Applies to all members and guests? * Addresses marketing and hosting of events where alcohol is served?	Campus policy statement
2. Were students, faculty, and staff involved in its development?	Student, faculty and staff

	participation
3. Is the policy enforced?	Record of violations
4. Is the policy distributed to those affected?	Publication of policy in major institutional publications Proof that employees were informed of the policy
5. Does the president speak out frequently on alcohol and other drug use and abuse?	Presidential speeches and written statements.
6. Is the policy reviewed by the president and trustees to take into account changing knowledge, campus experience, legislation and legal precedents?	Yearly review
7. Does the policy notify employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance in the workplace is prohibited?	Review of policy

ENFORCEMENT

According to the Network Standards, colleges and universities have a responsibility to enforce their alcohol and other drug policies and regulations. Failure to do so reduces such policies and regulations to window dressing, and belies any real commitment to the elimination of alcohol and other drug abuse.

Consistency of enforcement is especially important. Selective enforcement which results in some persons being held accountable (students), while others are not (faculty, staff, alumni, or visitors) is wrong. Holding students accountable in some environments (residence halls) but not in others (athletic event tailgates) is poor practice. Ignoring violations for Greek groups off campus while rigidly enforcing policies on campus is also poor practice. Varying standards of enforcement depending on whether the enforcing is done by college staff or campus police is equally bad. A mechanism should be created for campus officials and area police agencies to work together to maintain consistency of enforcement.

Underage drinking presents a special problem for colleges and universities, since students are frequently under the age to possess, purchase, or use alcohol legally. State imposed drinking ages are almost universally ignored because of the lack of enforcement. Colleges and universities have a responsibility to enforce the law on their campuses,

regardless of the unpopularity of such laws among students, or however often they choose to disregard the law. Institutions should not aid and abet underage drinking through lax enforcement.

Further, as stated earlier, for most institutions, this enforcement responsibility is no longer a matter of choice, but a matter of law. The Drug Free Workplace Act of 1988 requires that institutions take action against employees who manufacture, distribute, dispense, possess, or use a controlled substance. If employees are convicted of criminal drug laws, they must notify their employer within five days of that conviction. Within 30 days of a conviction, the college or university must discipline the employee, or require that he or she complete a drug rehabilitation program.

Another major enforcement issue is drug testing. For employees, a recent Department of Transportation regulation (53 FAD FED. RAG. 47, 134 November 21, 1988 to be codified at 49 C.F.R. PTS 391 and 394) requires motor carriers to implement drug testing and education programs for drivers under the motor carriers control. Certain restrictions apply.

For student athletes, mandatory drug testing is an issue whose legality is still unresolved by the courts, but must be

addressed by each institution. Regardless of the outcome of the legal challenges, colleges and universities have an obligation to develop a comprehensive alcohol and other drug policy which at a minimum allows for testing of athletes who the institution has reason to believe are abusing drugs. Further, if such abuse is confirmed, there must be carefullty proscribed penalties, from rehabilitation to dismissal.

Once an alleged violation has occurred, appropriate disciplinary action must be exercised, within the procedures established by the institution for the adjudication of such violations. Procedures may be different for students, faculty, and staff, but nonetheless must be applied. Persons found guilty must be held accountable and responsible for their actions. In some instances, separation from the institution could be appropriate, particularly if the violation involved illegal sale or distribution of alcohol or other drugs. Criminal prosecution should also be considered for such offenses. Community service projects (volunteering in an alcohol or other drug treatment facility) counseling, or participation in alcohol and other drug education programs are also appropriate sanctions, or can serve as conditions for readmission if the violator was separated from the institution.

Ask These Questions	Indicators

1.	Is the campus policy enforced the same for all?	Enforcement practices Record of violations
2.	Is enforcement more stringent in some areas than others?	Record of violations
3.	Are appropriate sanctions applied to violators?	Record of sanctions levied
4.	Do sanctions include community service and educational programs?	Record of sanctions levied
5.	Is the policy enforced off campus?	Enforcement practices Record of violations
6.	Do students view enforcement policies as fair and equitably applied?	Student survey
7.	Are employees held as accountable as students?	Record of violations and sanctions
8.	Is there an administrative mechanism for receiving reports of employee covered under the Drug Free Workplace Act of 1988 who are convicted of violations of criminal drug laws?	Procedure in place
9.	Has a drug testing policy for athletes been developed?	Policy statement
10.	Does the campus comply with all federal legislation and regulations?	Review of compliance

EDUCATION AND PREVENTION PROGRAMS

According to Network Standards, colleges and universities have a responsibility to provide alcohol and other drug education and prevention programs for faculty, staff, and students. Contemporary theory, literature, and research support the contention that education which is effective in modifying behavior focuses on (1) the campus environment, (2) the personality and psychology of the individual, and (3) drug and alcohol related behavior (Jessor, and Jessor, 1977).

Students and others need an environment which reinforces responsible behavior, and helps them resist the pressures to abuse alcohol and use other drugs (Gonzalez, 1986). Individuals who are inclined toward risk taking, sensation seeking, and self indulgence are frequently alcohol and other drug abusers, and more susceptible to environmental pressures. There are also certain behaviors which are frequently associated with alcohol and other drug abuse, such as acquaintance rape, vandalism, and poor academic performance.

A comprehensive alcohol and other drug education program must take into account all of these variables, and lead to "chemical health." This concept is a new, positive response to the broad continuum of alcohol and other drug use--from abstinence to addiction. Chemical health recognizes that

people experience a variety of harmful consequences from using mood-altering substances. The Hazelden Foundation model of chemical health includes three basic components: promotion, prevention, and response (Swansen, 1982).

Promotion activities which have proved successful in combatting drug and alcohol abuse include peer educators, academic courses, freshman orientation programs, resident assistant training, Greek organization training, residence hall programs, and others.

Prevention efforts are often divided into three categories: primary, secondary, and tertiary. Primary prevention efforts attempt to keep alcohol and other drug abuse from occurring in the first place. Primary prevention efforts on college campuses should include educational efforts to eliminate alcohol and other drug abuse, as well as the negative consequences of abuse for both the abuser and others affected by abuse.

Orientation programs for students, faculty, and staff are an example of primary prevention, and should include an alcohol and other drug component. Education programs throughout the year are another example. Such programs should include extensive peer involvement, provided they are appropriately selected, trained, and supervised. Well intended but untrained peers can do more harm than good. Where possible,

alcohol and other drug education programs should be developed in collaboration with community agencies, because there expertise can be helpful, and their support critical.

Educational programs should focus on accurate and current information on the health risks and symptoms of alcohol and other drug use. Alcohol and other drug information and awareness should also be included in the curriculum, either as part of existing courses, and as stand-along courses, elected or required of all students. While occasional, voluntary programs can stimulate student interest, including alcohol and other drug awareness in the curriculum can be far more powerful. Students can learn more about about alcohol and other drugs in a systematic way through assigned readings and writings. They can also consider their attitudes and behaviors in the light of this knowledge, and have the opportunity to discuss alcohol and drug issues with other students.

Colleges and universities also have a responsibility to promote and support alcohol-free institutional activities, events, and programs, and subsidize them if necessary. Many institutions have been pleasantly surprised at the student turnout to such events when attractive food and music is available in a "student friendly" environment without alcohol.

Coordination of education and prevention programs is especially important. Such coordination should be assigned to a specific administrative unit, most likely student affairs, and the human resources division should also be involved to insure the inclusion of faculty and staff. Administrative units with these responsibilities should make sure that their efforts are coordinated, and use compatible approaches based on institutional policies described above.

Secondary prevention efforts should include the education and training of facuty, staff, and students to identify and refer persons who are harming themselves or others through alcohol or other drug abuse. Counselors and other should be trained to assess the extent of theproblem and break down resistance to treatment. Special workshops, training programs, and acacemic courses are appropriate mechanisms to educate and train campus personnel. Tertiary prevention efforts would include counseling and treatment programs, which are described in greater detail in a later section of this publication.

Further, the Higher Education Act Amendments of 1986 require that all colleges and universities maintaining federal financial aid eligibility for students must certify that they have drug abuse prevention programs for institutional officers, employees, and students. Also, the Drug Free Workplace Act of 1988 expands this provision to require that

employers establish a policy of maintaining a drug free workplace by communicating the dangers of workplace drug abuse, and providing information about drug counseling, rehabilitation, and employee assistance programs. In essence, this law requires that colleges and universities make good faith efforts to establish and maintain a drug free workplace for employees covered under federal contracts and grants.

Ask These Questions	Indicators
1. Is funding adequate for education and prevention programs?	Amount provided sufficient to sustain programs
2. Is an office responsible for education and prevention programs?	Office designated
3. Are education and prevention programs coordinated?	Documentation of existing programs and sponsoring units
4. Are education and prevention programs offered: -at orientation? -in residence halls? -in the student union? -in classrooms? -in academic courses?	Documentation of programs

-for student organizations?

5. Are peers involved in education and prevention programs?	Selection, training, and supervision of peers
6. Are education and prevention programs used as sanctions for violators?	Record of sanctions
7. Is the community involved in education and prevention programs?	Community agency involvement and community advisory body
8. Do employee assistance programs include education and prevention programs?	EAP education and prevention component
9. Does the campus offer alcohol free activities for students, employees, and visitors?	Cataloging of alcohol free events
10. Are campus student organizations included in education and prevention efforts?	Cataloging of involved campus organizations
10. Are education and prevention programs evaluated?	Reports of evaluation of programs

INTERVENTION AND TREATMENT

There should be a system of intervention and referral for treatment of students, faculty, and staff. Training programs

for students, faculty, and staff should be developed which enable them to detect alcohol and other drug problems, and refer persons with these problems for appropriate assistance and treatment. Generally speaking, colleges and universities should not have to provide long term treatment for persons with alcohol and other drug abuse problems. However, if an institution provides psychological counseling, it may be seen as discriminatory not to provide short term alcohol and other drug counseling. Legally, addiction is viewed as a handicap, similar to physical handicaps, and institutions must provide assistance comparable to that provided to other handicapped persons.

Most institutions simply do not have, nor are they prepared to commit, resources for extensive, long term treatment. Colleges and universities can, however, identify and establish working relationships with community drug and alcohol treatment resources, including Alcoholic Anonymous, Narcotics Anonymous, Alanon, Alateen, and other resources. Except in cases where abusers must participate in residential detoxification and treatment programs, institutions can frequently rely on local, community, county, or state out-patient programs for treatment. This may allow students and faculty to continue their treatment while enrolled or employed, since most institutions cannot provide direct, long term treatment.

There is also the issue of who pays for treatment. Most institutions do not pay for long term treatment of students with alcohol or other drug problems. However, some institutions include alcohol and drug treatment as part of employee assistance programs, or as part of employee health insurance benefits. While treatment programs for employees are costly in the short run, it may in the long run be more cost effective to rehabilitate employees than to hire and train replacements.

Questions	Indicators
1. Are education and prevention programs available to: -students? -faculty and staff?	Cataloging of programs
2. Are treatment services available to -students? -faculty and staff?	Cataloging of services
3. Is there a drug testing policy for -students? -student athletes? -employees?	Written policy
4. Is there an employee assistance program for alcohol and other drug treatment?	Operative program
5. Are members of the community trained	Training

	to detect alcohol and other drug abuse?	programs available
6.	Are employees and students encouraged to seek treatment?	Personnel policies

ASSESSMENT

Colleges and universities also have a responsibility to determine if what they are doing to deal with alcohol and other drug abuse is effective. Sometimes institutions throw a lot of money at these problems without developing ways of knowing whether or not they are getting their money's worth. In an ear of very limited resources, colleges and universities must develop evidence that policies and programs are working, or resources will be diverted to other uses.

Institutions must start by routinely collecting some basic information about alcohol and other drug abuse. Sources would include police and security reports, campus disciplinary records, aggregate records from counseling and advising services, educational programming units, and academic departments and colleges. From these records, longitudinal patterns of alcohol and other drug use, abuse, negative consequences, enforcement, referral, treatment, and educational programs can tell us if we are making any progress toward the goal of eliminating alcohol and other drug abuse.

Systematic surveys of student, faculty, and staff alcohol and other drug knowledge, attitudes, and behaviors are especially important in plotting longitudinal trends. Surveys should assess the lifetime (ever used), annual (past 12 months), and current (past 30-60 days) use of alcohol and other drugs. They should also include familial histories and legal/social consequences, as well as attitudes and knowledge about alcohol and other drug abuse. It is also helpful to catalog campus and community education, prevention, and treatment services available.

Colleges and universities are especially competent to conduct research studies which give us more insight into alcohol and other drug abuse. For example, researchers might conduct studies on how alcohol and other drugs affect our minds and bodies, the reasons why people use and abuse alcohol and other drugs, what policies and interventions are effective, and what kind of institutional climate best reinforces the elimination of alcohol and other drug problems. Faculty in the social sciences, biological sciences, and education can make a significant contribution to our understanding of alcohol and other drug abuse, if supported by the institution.

Ask These Questions Indicators

1.	Have there been comprehensive studies of alcohol and other drug use been conducted which included -faculty? -students? -staff?	Campus surveys, police reports, conduct records, counseling records
2.	Are education and prevention programs evaluated?	Evaluation reports
3.	Are funds available for faculty research on alcohol and other drugs?	Budget allocations

CONCLUSION

College and university presidents and board members have a responsibility to insure that alcohol and other drug abuse is eliminated on their campuses, for both students and employees. The best ways to do this is to

*develop comprehensive alcohol and othe drug policies.

*enforce alcohol and other drug regulations

*provide comprehensive alcohol and other drug education and prevention programs.

*insure intervention and referral for treatment of students, faculty, and staff.

*assess alcohol and other drug education and prevention.

The key element in these efforts is commitment. We must provide leadership and resources to eliminate alcohol and

other drug abuse from our institutions. To do anything less is to abdicate our commitment to a drug free environment, and compromise the integrity of our institutions.

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Appendix A

INTERASSOCIATION TASK FORCE ON CAMPUS ALCOHOL POLICY ISSUES

Guidelines for Beverage Alcohol Marketing on College/University Campuses

1. Alcohol beverage marketing programs specifically targeted for students and/or held on campus should conform to the code of student conduct of the institution and should avoid demeaning sexual or discriminatory portrayal of individuals.

2. Promotion of beverage alcohol should not encourage any form of alcohol abuse and should not place emphasis on quantity and frequency of use.

3. Beverage alcohol (such as kegs or cases of beer) should not be provided as free awards to individual students or campus organizations.

4. No uncontrolled sampling as part of campus marketing programs should be permitted and no sampling or other promotional activities shouold include "drinking contests."

5. Where controlled sampling is allowed by law and institutional policy, it should be limited as to time and quantity. Principles of good hosting should be observed, including availability of alternative beverages and food and planned programs. The consumption of beer, wine, or distilled spirits should not be the sole purpose of any promotional activity.

6. Promotional activities should not be associated with otherwise existing campus events or programs without the prior knowledge and consent of appropriate institutional officials.

7. Display or availability of promotional materials should be determined in consultation with appropriate institutional officials.

8. Informational marketing programs should have educational value and subscribe to the philosophy of responsible and legal use of the products represented.

9. Beverage alcohol marketers shoud support campus alcohol awareness programs that encourage informed and responsible decisions about the use or nonuse of beer, wine, or distilled spirits.

10. If permitted, beverage alcohol advertising on campus or institutional media--including that which promotes events as well as product advertising--should not portray drinking as a solution to personal or academic problems of students or as necessary to social, sexual, or academic success.

11. Advertising and other promotional campus activities should not associate beverage alcohol consumption with the performance of tasks that require skilled reactions such as the operation of motor vehicles or machinery.

12. Local off-campus promotional activities primarily directed to students should be developed with the previious knowledge of appropriate institutional officials.

APPENDIX B

STANDARDS OF THE NETWORK OF COLLEGES AND UNIVERSITIES COMMITTED TO THE ELIMINATION OF DRUG AND ALCOHOL ABUSE

Developed at the Network
Planning Group Meeting
September 21-22, 1987
and Revised at a Meeting of
College Presidents
December 9, 1987
and Revised at a Meeting of the Higher
Education Secretariat
January 5, 1988
and Revised at the Network
Planning Group Meeting
February 2, 1988

NETWORK OF DRUG FREE COLLEGE
AND UNIVERSITIES
MEMBERSHIP GUIDELINES

American society is harmed in many ways by alcohol abuse and drug use--decreased productivity, serious health problems, breakdown of the family structure, and strained societal resources. Problems of abuse have a pervasive impact upon many segments of society--all socio-economic groups, all age levels, and even the unborn. Education and learning are especially impaired by alcohol abuse and drug use. Abuse among college students inhibits their educational development and is a growing concern among our nation's institutions of higher education. Recent national and campus surveys indicate that alcohol abuse is more prevalent than drug abuse and that institutions increasingly are requesting community support and mounting cooperative efforts to enforce their policies.

As higher education entered the 1980's, there was clear recognition that alcohol and other drug abuse were major problems. Institutions responded by increasing disciplinary sanctions and educational programs. The higher education community, through various professional associations, also took action. In 1981, the Inter-Association Task Force on Alcohol and other Substance Abuse Issues was created. That Task Force, made up of representatives of various higher education associations, developed college marketing guidelines targeted at the sale and distribution of alcohol products on U.S. campuses. With the cooperation of colleges and universities in 1984, the task force created National Collegiate Alcohol Awareness Week and established a model campus alcohol policy.

In 1986 Congress responded to the national problem by passing the Drug Free Schools and Communities Act "to establish, implement and expand programs of drug abuse education and prevention (including rehabilitation referral) for students enrolled in colleges and universities...". Unfortunately, colleges that attempt to institute model programs or effective strategies for coping with problems of drug abuse will find sparse information available in the national data bases and no formal mechanisms for sharing information.

In 1987, the U.S. Department of Education's Office of Educational, Research and Improvement responded to the higher education community's need for assistance by calling for a network of institutions willing to commit time, energy and resources to eradicate substance abuse on their campuses. The stated goals of the Network are to 1) collect and disseminate research and practice based knowledge about successful programs; 2) provide a forum and mechanism for continuing communication and collaboration among institutions of higher education; and 3) identify areas and problems for further research and development.

With this purpose in mind, a group of 15 higher education administrators met to develop a set of minimum standards required for institutions to become members in the Network. This group represented a cross-section of individuals concerned with campus substance abuse, and included chief

student affairs officers, health educators and legal specialists. The standards formulated at that meeting were reviewed modified and affirmed. In December 1987, William J. Bennett, Secretary of Education convened a select group of college presidents representing liberal arts institutions, large universities, military schools and two-year colleges. This group also reviewed, modified and affirmed the Standards. These Standards will now be reviewed by professional higher education associations for their endorsement.

The Network to Promote Drug Free Colleges and Universities seeks the participation of colleges and universities who have made a solid commitment throughout their institution to:

- Establish and enforce clear policies that promote an educational environment free from the abuse of alcohol and other drugs.

- Educate members of the campus community for the purpose of preventing alcohol and other drug abuse, as well as educate them about the use of legal drugs in ways that are not harmful to self or others.

- Create an environment that promotes and reinforces healthy, responsible living; respect for community and campus standards and regulations; the individual's responsibility within the community; and the intellectual, social, emotional, spiritual or ethical, and physical well-being of its community members.

- Provide for a reasonable level of care for alcohol and drug abusers through counseling, treatment and referral.

Network of Drug free Colleges and Universities

Standards

The Standards for the Network to Promote Drug-Free College and Universities define criteria for institutional membership in the Network. The Standards, are organized within the four areas of Policy, Education, Enforcement and Assessment.

A. Policy

Network members shall...

1. Promulgate policy, consistent with applicable federal, state and local laws, using such means as the student and faculty handbooks, orientation programs, letters to students and parents, residence hall meetings, and faculty and employee meetings.

2. Develop policy which addresses both individual behavior and group activities.

3. Define the jurisdiction of the policy carefully to guarantee the inclusion of all campus property. Apply campus based standards to other events controlled by the institution.

4. Stipulate guidelines on marketing and hosting for events involving students, faculty, staff and alumni at which alcoholic beverages are present.

5. State institutional commitment to the education and development of students, faculty, and staff regarding alcohol and other drug use.

B. Education Programs

Network members shall...

1. Provide a system of accurate, current information exchange on the health risks and symptoms of alcohol and other drug use for students, faculty, and staff.

2. Promote and support alcohol-free institutional activity programming.

3. Provide, with peer involvement, a system of intervention and referral services for students, faculty, and staff.

4. Establish collaborative relationships between community groups and agencies and the institution for alcohol and drug related education, treatment, and referral.

5. Provide training programs for students, faculty, and staff to enable them to detect problems of alcohol abuse and drugs use and to refer persons with these problems to appropriate assistance.

6. Include alcohol and other drug information for students and their family members in student orientation programs. The abuse of prescription and over-the-counter drugs should also be addressed.

7. Support and encourage faculty in incorporating alcohol and other drug education into the curriculum, where appropriate.

8. Develop a coordinated effort across campus for alcohol and other drug related education, treatment, and referral.

C. Enforcement

Network members shall...

1. Publicize all alcohol and other drug policies.

2. Consistently enforce alcohol and other drug policies.

3. Exercise appropriate disciplinary actions for alcohol and/or other drug policy violations.

4. Establish disciplinary sanctions for the illegal sale or distribution of drugs; minimum sanctions normally would include separation from the institution and referral for prosecution.

D. Assessment

Network members shall...

1. Assess the institutional environment as an underlying cause of drug abuse.

2. Assess campus awareness, attitudes, and behaviors regarding the abuse of alcohol and other drugs and employ results in program development.

3. Collect and use alcohol and drug related information from police or security reports to guide program development.

4. Collect and use summary data regarding health and counseling client information to guide program development.

5. Collect summary data regarding alcohol and drug related disciplinary actions and use it to guide program development.